



English 111-FA 665: 3 Cr. + 1 Lab Hour (4 Contact hours total)
College Composition I: Delta College / Fall 2011

This English course is a component of an Interdisciplinary Learning Community Linking Nursing 100-A-FA665 (Intro to Nursing Careers); HSC 105-FA-665–(Medical Terminology); SSI 290W-FA665 (Learning Community Seminar) and English 111-FA 665–(College Composition I)

The theme of our four linked courses is: Dimensions of Nursing: Caring, Competence, Compassion, and Comprehension

Description of this interdisciplinary learning community: Course explores the opportunities and satisfactions the nursing profession provides, while also focusing on demands and obligations of professionals who serve in the field. Course activities integrate academic assignments and readings with speakers, field trips, and selected media on nursing and related health professions.

Important Learning Community Course Policy: Students in this section of English 111-665 must be enrolled in HSC 105-FA665; SSI 290W-FA-665; and Nursing 100-A-FA665, concurrently. **Any student who chooses to drop one or more of these learning community linked courses, or is dropped by instructor-initiated drop (for poor attendance or lack of pre-requisites) will be automatically dropped from all three courses.** Learning communities are intended to integrate academic concepts in all three courses and cannot be taken separately.

Instructor Contact Information:

Instructor: Elaine Allen Karls, Professor of English

Campus Offices: S-029

(Fine Arts Bldg. -basement).

Office Phone: 989-686-9563

(voicemail checked daily M-F)

Email: eakarls@delta.edu (Email is checked M-F, and most weekends. please write “Eng 111” in the subject line)). **Support Secretary:** Charlotte McGrath Rm. S-046 989-686-9408 **Faculty mailbox:** S-046

Office Hours on Campus:

Tues: 10:30-11:30 a.m. Rm. S-029 (Basement/Fine Arts Bldg.)

Wed: 12:55-1:55 p.m. Rm. S-029

Thurs: 10:30-11:30 a.m. Rm. S-029

Additional hours by appointment

Office Hours and Instructor Contact—An invitation: As a first-semester college student, you may not be accustomed to one very common college practice: contacting the instructor. In this class, and in all your other college classes, that’s a missed opportunity that may have major consequences. The point of office hours is to provide a time to help students, get to know one another, and answer questions. Call, email, or drop by. I want to know you, I want to address your questions, and I want you to be successful. Assume your other professors are motivated to help you, too. Don’t miss out on a resource intended to help you to achieve your goals as an adult college student.

A word about scheduling and course activities of English 111 and SSI 290: You have probably noticed that English 111 meets until 2:25 p.m. in Rm. A-121 and SSI 290 meets in the same room for an additional half hour (each on Tuesday and Thursday). These courses are coordinated together and intended each to support the learning of the other. We will arrange a class break at appropriate times (usually prior to 2:25 p.m.) and will usually carry out one hour per week of SSI 290 learning activities in one block rather than short, half-hour blocks twice weekly. This will be discussed further and you will be kept “in the loop” on weekly plans for integration of SSI 290 learning opportunities.

Required Texts and Materials: (These materials are also used in SSI 290).

A Call to Nursing: Nurses' Stories about Challenge and Commitment. Sergi and Gorman.
Coursepack, Karls.

Reclaiming the Passion: Stories that Celebrate the Essence of Nursing. Baird

Rules of Thumb: A Guide for Writers. Silverman, Hughes, and Wienbroer

To be determined after class discussion: We will have an opportunity as a class to create a printed class anthology of student writing near the end of this semester. If class decides to do this, there will be a cost of approximately \$3.00 for printing, and you will have at least two pieces of your work published in the anthology. Copies of last year's anthology will be shared with you so you can better see the value of publishing in an anthology.

Recommended materials & electronic access:

- Stapler (all papers of more than one page must be stapled)
- Blue/black pens of your choice (please: no handwritten cards in pink, orange, red!)
- Index cards (any color and size: used in both Eng 111 and SSI 290)
- Device for saving documents you create in class (USB-compatible drive)
- Earphones, if you plan to listen to music during writing workshop time
- Working knowledge and regular use of your Delta email and MyPortal.
- Folder: provided in class. You are responsible for not losing it!

Welcome to English 111: College Composition I:

It is a privilege to welcome you to this English course, which is part of a learning community (four courses in all) focused on career exploration for potential future nursing students. Our course theme is "Dimensions of Nursing: Caring, Competence, Compassion, and Comprehension." In English 111, we will approach reading, writing, and classroom activities using this theme to provide a context for your reading writing, discussion, and thinking process as you consider a nursing career. The course aims to support the growth of academic literacy skills you will need to succeed in the upcoming courses required for nursing, not to mention skills you'll use as a practicing professional who must read, write, and reason on a consistently outstanding level. English 111 is also one of the basic transfer-university courses for the MACRAO agreement and/or associates degrees and is taken by Delta students in almost every curriculum.

English 111 (or College Composition I) focuses on developing skill and confidence as an academic writer, reader, and thinker. The following Learning Outcomes (see following page) provide an overview of learning students are expected to attain and demonstrate during this semester. I expect you are here with the motivation to attain these Learning Outcomes at a high level of achievement, and you need to know I am here to support, teach, and guide you in meeting these Outcomes:

Outcomes and Objectives for: ENG 111 : Writing Methods/College Composition I

Upon successful completion of this course, the student will be able to:

Outcome 1: Write a formal college composition for a specific audience and purpose.

Objectives:

- A. Use writing processes to generate and organize ideas, including where appropriate, revision.
- B. Include a clear articulate of the important ideas.
- C. Select, organize, and present details to support a main idea.
- D. Demonstrate the ability to move between generalization and detail.
- E. Write effective introductions and conclusions.
- F. Employ the appropriate writing conventions.

Outcome 2: Use writing tasks that involve both reading and writing.

Objectives:

- A. Demonstrate the ability to derive meaning from a piece of reading.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- C. Paraphrase and summarize accurately
- D. Develop critical thinking skills.
- E. Understand the relationship among language, knowledge and power.

Outcome 3: Assess progress

Objectives:

- A. Assess the progress revealed in a body of work.

Important Delta College Information:

- **Delta College WRIT Center:** Located conveniently-near our classroom in the LLIC, the WRIT Center offers free consultation and tutoring on writing at all stages of the process in any subject, consults on academic reading and research skills, and is available to all students at no charge. Visit on the web at writingcenter@delta.edu . There is also an online Writing Center, which we will discuss in class.
- **Teaching/Learning Center (T/LC):** 686-9314, or on the web at www.delta.edu/tlc Tutoring and academic help in every subject is provided, and is conveniently-located in the LLIC. This Center is nationally award-winning. Don't miss out on this resource!
- **Delta College Disabilities Services/Mike Cooper:** If you have a documented disability which impacts your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D-102. The telephone number is 686-9330.

As your instructor, I would like to set the tone for the course to come. I promise you the following:

- **I will listen to your questions, concerns, and ideas.** Please communicate with me so I know what they are. Please suggest class activities, speakers, readings, and so on. Your ideas can make the course better, and more enjoyable. . As feasible, your ideas will be integrated into our plans. Your thoughts about ways to connect your learning from Medical Terminology (HSC 105) and Exploring Nursing (Nur 100-A) to this English course can give context to the learning for everyone. The SSI 290 W course (Learning Community Seminar) is a 1-cr. course specifically designed to help you further integrate the concepts from this learning community into your thinking and learning overall.
- **I will challenge you.** This statement is intended to be positive. No one who is serious about college wants to waste time or take a course that is too easy. If I created merely an “easy” or “blow off” class, what would be the point of your expense of time, money, and personal investment? Consider your first challenge of this class to step up and make this your own, vital, lively, learning experience. This is your real life you are expending this semester and I intend to do all I can to make you glad you decided to sign up—even if it isn’t “easy”. Nursing is a demanding profession. Begin to step up to the challenge right now while you have a lot of support from your peers and instructors as you learn.
- **I will be honest concerning your progress.** It is a delight to share perceptions about growth and improvement. It is also my responsibility to share observations about weaker areas. I will be direct regarding any areas—including classroom behavior, study skills, or other areas related to your progress -that require feedback in this academic course. Your grade will be regularly updated in D2L (Desire to Learn). Grades are one indication of progress, and you may discuss grades with me at any time.
- **I strive for kindness and good humor.** Let’s all work together to make it the kind of class that exhibits plenty of each. If you find yourself in a genuine emergency, please know I want to hear from you, and want to try to help you succeed in this class and in college.
- **I will sometimes attend Mr. Peruski’s courses to sit in and learn along with you.** In a linked learning community, the instructors do not always attend each other’s courses, although they communicate regularly about the group of students they share, and the assignments they are working on and evaluating. I look forward to attending Mr. Peruski’s Medical Terminology and Exploring Nursing courses when my other job responsibilities make that possible, and look forward to some shared experiences between our sections, such as the Job Shadow.
- **I will be available at posted office hours** to assist you in achieving the Learning Outcomes of this course. Likewise, I will, as reasonable, do all I can to manage other times you may need and ask for. This includes the possibility of pre-arranged times for phone conferences if travel to office hours presents a difficulty.
- **I will check and respond to voicemail and email throughout the business week (M-F).** Voicemails and emails left during the business week (M-F) receive response within 24 hrs (usually far less). Most weekends I am able to check email also, though some weekends I travel, and may not have access to my computer/wireless.
- **I will be fair in grading your work, and will grade in accordance with the Learning Outcomes and Objectives** established for the course. Grades should reflect level of learning demonstrated. They will. Please refer to grading rubrics (“Gateway Sheets”) on major assignments. These provide the criteria by which your assignment will be graded, and will hopefully eliminate any feeling that grading is a mysterious or random enterprise.
- **I will give timely feedback** to assignments turned in when they are due. My usual sequence of paper return is no more than a week (2nd class period after a major assignment was submitted), and often the next class for shorter assignments. Occasionally, an unusually long assignment (such as a research-based major paper assignment) requires a slightly longer turn-around. This is rare. Periodically and frequently I sit down and enter grades into D2L so that you can

see your cumulative grade-to-date. I encourage you check frequently and of course, make me aware of any question or concern about grades.

- **I strive to sustain an atmosphere of intellectual excellence and integrity of academic work.** It is deeply worthwhile to create and sustain a class in which honest work is expected and rewarded. Delta has a policy called “Integrity of Academic Work,” which you may view at <http://www.delta.edu/english/integrityofacademicwork.aspx> Please review this policy, and understand that violations—if they occur in this class—will result in a zero on the assignment, and possibly other, more severe, sanctions, as well. Part of fairness as an instructor lies in assuring that the genuine work of the students who are doing their best is meaningful. The meaning is compromised unfairly if other students are rewarded for turning in work that is not their own.

The following are Expectations and Course Policies:

- **You are an adult, and are here to learn. You will consistently give focused attention to writing, revision, preparation, reading and productive interaction. Your behaviors will all add to a classroom climate of respect and high expectations.** Your success is at the center of these expectations. Nothing less is acceptable in a college course—especially a course designed for future caregivers. Respect should be extended to classmates, to your instructors, and to any guest visitor or contributor to our learning community.

Engaging in class (showing you are “in it” with eye contact, comments, questions, and dialogue) is part of learning, and is also part of courtesy. Such behaviors are **essential workplace skills for nurses and healthcare professionals**, so let’s work together to make our classroom a place anyone would identify as exceptional in that area. Delta has a “Disruptive Student Policy” that addresses the rare circumstance in which student behavior is threatening or harassing to others. I will invoke this policy if it is needed, but such a circumstance is exceedingly rare—so rare, I hate to even have to mention it. Let’s make our course a haven for the best and brightest, which is exactly the expectation I most have for you.

- **Computer Classroom Etiquette/Electronic Distractions.** Cell phones and any other electronic gadgets you may carry should be stowed away and quiet, in accordance with LLIC policy as well as class policy. Computers in class (those belonging to Delta, or a laptop you might bring) should be used to access documents you are working on or websites/media related to class assignments. When the whole class is engaged in an activity demanding everyone’s attention and involvement, earbuds should be OUT. During writing workshop time on computers, earbuds for listening (at low volume) to your favorite tune is not a problem if it helps you write and think and does not disrupt others.
- **Attendance and punctuality.** Learning occurs every day in our class, starting at the posted start time of class. Many group activities and exercises can’t be duplicated or “made up.” Someone not here (which includes lateness that extends into an activity you miss) is missing valuable and carefully-planned teaching/learning. There is no make up for activities that include points as part of class activities. This does not seriously affect a person ill one day. This policy does affect students habitually late and absent—which seems fair to those who are regularly here.

Please don’t schedule routine appointments during our class time. When you enrolled in college, the times and dates of your classes were clearly stated. **Your success** from now on in college is at the heart of this policy.

- **Instructor Initiated Drop for Absence:**

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester that means in excess of four (4) class periods or ten (8) missed hours of class (through early exit/late arrival to class). This is an English Division policy. Remember that this is a learning community. **A drop from one course automatically initiates a drop in the other courses.**

- **Due date/late work policy:** Late work is **Not** accepted. If you **must** miss a class in which a major paper assignment is due, then turn it in advance, send it to me via a WORD or RTF email attachment, or have a roommate, spouse/partner, parent, or friend get it to me in our classroom by 2 p.m. the day the work is due! You will still be expected to turn in the “process” (all previous drafts and so on). Students who have a severe one-time emergency (temperature of 110 degrees; broken leg, burst appendix) should call my voicemail on the day the major assignment is due. I reserve the one-time right—with appropriate documentation from a physician.—to work with an individual in an extreme one-time emergency situation.

Overview of Assignments for Points:*

A. Dimensions of Nursing Connections Logs: 100 points (dual assignment contributes to SSI 290 portfolio and activities)

You will maintain a learning log that integrates notes and reactions to class speakers, field trips, readings, and connections to your other courses in this learning community, providing practice in writing. This assignment is intended to help you practice skills of writing that are part of Composition I Learning Outcomes while you reflect, summarize, analyze, gather new information, and organize your questions and reactions to what you are reading, discussing, and experiencing in this learning community. Some required reflection pieces will happen in the context of day to day class (this one AND your other learning community courses), so attendance and involvement will assure you have all required logs. It is expected that you'll write many logs that are not assigned—especially in response to readings in *Reclaiming the Passion* and *A Call to Nursing*. The “thud factor” (how many logs you've written throughout the semester) will contribute to your overall grade in this category, because the more writing practice you initiate, the better your thinking and writing can become.

The log will be graded formally twice this semester, at least once collaboratively in a conference with the instructor (50 points each time). Any student may arrange to meet with the instructor additional times for coaching, assessment of progress so far, and ideas. Students who struggle in specific areas of grammar, punctuation, and English usage may discuss the possibility of some connections log credit for grammar practices tailored to your issues. See the instructor about this.

Word-processing is required on most pieces from this collection (though first draft may begin as a hand-written piece). In conference, you'll be asked to show that key assignments (such as notes and reactions to class speakers and readings and Job Shadow Summary) are there, organized, and have achieved a quality of growth and comprehension in writing and analysis, comprehension, reflection, and thoughtfulness.).

B. In-class work: writing groups, writers craft exercises, reading discussion groups, quizzes, index cards, and “reflection on body of work” between Dec. 1-end of class: 100 approximate points* (may vary as needs of class indicate).

Writing/Reading Assignments and related activities:

- 75 pts. Paper 1—Personal narrative: **Due : Sept. 27**
- 100 pts Paper 2- Nursing Influences Biography Paper/Project **Due : Oct. 25**
- 50 pts Presentation related to Nursing Influences Biography Project
(class presentations variously scheduled in Nov. & possibly early Dec.)
- 50 pts In-Class Essay Exam: **Oct. 27**
- 100 pts Paper 3-Dimensions of Nursing paper. Developed in collaboration with Nursing 100-A course, and
submitted jointly to both instructors for a grade. **Due: Dec. 1**
- 25 pts “About the Author” piece for Read Around (author must be present for Read-Around) **Dec. 13**
- 25 pts Capstone learning community event participation and materials **Dec . 13**
- *575 pts—*tentative total points.

* **Please note:** This listing of assignments and their points is intended to give you a close overview of what to expect in class and what to expect of grading. I reserve the right to make adjustments as needs of class present themselves. Changes will, of course, be carefully and completely communicated to our class with ample time for adjustments. Changes are always made in the best interests of student learning. Plan to check in with the instructor if you miss a class. You are responsible for all information communicated in every class session.

And finally: Thanks, and an invitation. Thank you for being here. For at least some of you, this is the start of your formal higher education leading to a nursing credential. What a privilege to welcome you. Consider this your formal invitation to make this an exceptional and memorable learning experience.